

Sheila Tarr Academy of International Studies Inclusion Policy (2022-2023)



TARR ACADEMY

At Sheila Tarr Academy of International Studies, teaching and our commitment to implementing inclusive practices are designed to remove barriers to learning. Teaching is inclusive and values diversity. It affirms students' identities, and aims to create learning opportunities that enable every student to develop and pursue appropriate personal goals. Our school is an authorized IB World School for the Primary Years Program and is in the evaluation stage of its journey. We are committed to offering a level of support and services to students with diverse academic, behavioral and health related needs. Students with disabilities may be served through a Section 504 Accommodation Plan, Individualized Education Program (IEP) under the Individuals with Disabilities Act (IDEA), English Language learning, behavior supports through Multi-Tiered Systems of Support (MTSS) or through a differentiated approach utilizing strategies and supports geared for our Gifted and Talented students.

Section 504 Eligibility and Accommodation Plan: A student may be eligible for a Section 504 Accommodation Plan if he/she has a physical, behavioral, or mental impairment which substantially limits one or more major life activities and requires a Section 504 Accommodation Plan in order for the child's educational needs to be met as adequately as the needs of non-disabled students.

Major life activities include, but are not limited to: self-care, manual tasks, walking, seeing, speaking, sitting, thinking, learning, breathing, concentrating, interacting with others, working, reading, concentrating, standing, lifting, bending, etc. This may include individuals with attention deficit disorder, dyslexia, cancer, diabetes, severe allergies, chronic asthma, Tourette's syndrome, digestive disorders, cardiovascular disorders, depression, behavior disorders and temporary disabilities (e.g., broken writing arm, broken leg, etc.). Conditions that are episodic or in remission are also covered if they create a substantial limitation in one or more major life activities while they are active.

Eligibility under Section 504 is considered by renewing existing data with the school team and parents at the school . If a student is found eligible, a Section 504 Accommodation Plan may be

developed if required. Determination of what is appropriate for each child is based on the nature of the disabling condition and what that child needs in order to have an equal opportunity to learn when compared to the non-disabled.

Special Education Needs (SEN): A student has special educational needs (SEN) if he or she has learning difficulties or disabilities that require additional support and services than most other children grades Pre-k - 5th. Extra support and assistance will be provided based on the needs of the student. For some students that may look like additional time to complete assignments, rechecking for understanding, scaffolding of information and use of technology to support learning. As well as additional adult support inside the general education classroom or in small groups.

A student may be eligible for special education and require an individualized education plan (IEP) if he/she has a disability under the Individuals with Disabilities Education Act (IDEA) and requires specially designed instruction. Unlike Section 504, there are 13 specific categories of eligibility. Specific Learning Disabilities, Speech Language Impairment, and Other Health Impairment are examples of categories. If an IEP is required, a comprehensive evaluation will be completed and if eligible, an IEP will be developed with the parent and required members of a school team. The IEP will cover the current performance of the student, goals, services and supports, testing accommodations and where those services will be provided. The IEP is reviewed at least annually.

A team of qualified individuals will review current data, collect additional information if needed, and determine if a child has a disability under one of the categories identified by IDEA. The team will also consider if the child requires specially designed instruction known as special education services and supports.

All services and supports will be provided at no cost to the parent and designed to meet the individual needs of the student. This includes our Gifted and Talented education (GATE) guidelines for students who qualify for extended learning and higher level thinking. As per our district's GATE department requirements, students from 3rd grade - 5th grade will receive a minimum of 150 minutes of instruction per week in a collaborative classroom. This will also include students younger than 3rd grade, if they meet the highly qualified level of intelligence, through the referral process of the GATE Department.

MTSS guidelines for behavior and emotional support include, but not limited to, attendance monitoring, behavior intervention, equity, anti-racism and recognize, value, and integrate cultural and multiracial/ethnic backgrounds. Parents are notified if their child is placed in the RTI/MTSS program and given updated information about their child's progress.

Students receive instruction about the cultural identity, history, and contributions of the multicultural and multiracial/ethnic backgrounds of students. Students shall have opportunities to apply their learning in classrooms, in extracurricular activities, and in other school settings.

Support for Parents:

Tarr Academy informs families of additional education resources both on paper, and through our website. We offer the service called Paper, an online tutoring help; we partner with the YMCA in their Power Stars connections tutoring sessions, Hazel Counseling online sessions, and our public libraries tutoring help and Connection Line through Safe Voice.

Cite:

Culture 2: The school implements, communicates and regularly reviews an inclusion policy that creates cultures that support all students to reach their full potential. (0301-02)

Culture 2.1: The school implements and reviews an inclusion policy that meets IB guidelines. (0301-02-0100)

Culture 2.2: The school identifies in its inclusion policy all of its legal requirements and outlines the school's structures and processes for compliance. (0301-02-0200)

Culture 2.3: The school describes in its inclusion policy the rights and responsibilities of all members of the school community and clearly states the school's vision for implementing inclusive programmes. (0301-02-0300)